

THE ASSOCIATION LIAISON OFFICE  
FOR UNIVERSITY COOPERATION IN DEVELOPMENT

# Partnership Index

## 1998 - 2004



*Promoting Higher Education Partnerships for Global Development*

USAID Cooperative Agreement  
HNE-A-00-97-00059-00



## Developing Partnerships

The Association Liaison Office for University Cooperation in Development (ALO) assists the nation's six major higher education associations — the American Council on Education, the American Association of Community Colleges, the American Association of State Colleges and Universities, the Association of American Universities, the National Association of Independent Colleges and Universities, and the National Association of State Universities and Land-Grant Colleges — build their partnership with the U.S. Agency for International Development (USAID) and help their member institutions foster cooperative development partnerships with colleges and universities abroad. Uniquely positioned to promote the involvement of U.S. higher education in global development, ALO seeks to encourage international partnerships to address strategic goals.

# AFRICA

## ANGOLA

**Mississippi Consortium for International Development/Agostinho Neto University** (*Institutional Partnership, 1998*). Establish a political science and public administration department at ANU and train local government officials in public administration. \* ■

## BENIN

**Maricopa Community College District/Université d'Abomey, National School for Applied Economics and Management** (*Institutional Partnership, 2004*). Establish a training and education program to prepare students for computer systems technical support positions and develop a flexible mid-level management program for working adults.

## BOTSWANA

**Oregon State University/University of Botswana** (*Institutional Partnership, 2000*). Increase regional capacity for the sustainable management of natural resources.

**Washington State University/University of Botswana/Botswana College of Agriculture** (*Institutional Partnership, 2000*). Design a joint degree program in environmental science, conduct applied research and outreach with community partners, and incorporate technology into teaching.

## DEMOCRATIC REPUBLIC OF THE CONGO

**Northern Illinois University/Université de Mbuji Mayi** (*Institutional Partnership, 2004*). Decrease the spread of HIV caused by unsafe medical care through training in infection control and quality improvement techniques.

## ERITREA

**Riverside Community College/University of Asmara** (*Workforce Development Partnership, 1999*). Develop distance education courses in computer science and offer job training for workforce development. \*

**Virginia State University/University of Asmara/Ministry of Agriculture** (*Institutional Partnership, 1998*). Research the domestication, production, storage, and utilization of an industrial-use oil extracted from the vernonia plant and explore its export potential. ♦

## ETHIOPIA

**Cornell University/Bahir Dar University** (*Institutional Partnership, 2003*). Train a cadre of young professionals in integrated watershed management of a natural resource base.

**Langston University/Alemaya University** (*Institutional Partnership, 2002*). Improve research, extension, and teaching capabilities with an emphasis on graduate level animal science. ●

**Langston University/Debu University, Awassa College of Agriculture** (*Institutional Partnership, 1998*). Enhance teaching, research, and extension capability by improving goat production and providing goats to women for food and income. \*

**Middlesex Community College/Addis Ababa Commercial College** (*Workforce Development Partnership, 1998*). Foster entrepreneurship training in Ethiopia and develop a Small Business Assistance Center at Addis Ababa Commercial College.

**Oregon State University/Debub University, Wondo Genet College of Forestry/Ethiopian Agricultural Research Organization, Forestry Research Center** (*Institutional Partnership, 2003*). Improve human and institutional capacity in natural resources management.

**University of Alabama/Mekelle University** (*Special Initiative, 2001*). Increase capacity to deliver legal degree and continuing education programs, and provide legal services to Mekelle University's surrounding community. ♦

**University of Georgia/Unity University College** (*Special Initiative, 2001*). Improve the journalism program at Unity University College and contribute to the development of an independent and responsible media in Ethiopia. ♦

**University of Illinois at Chicago/Addis Ababa University** (*Institutional Partnership, 2002*). Establish the first-ever graduate degree program in social work in Ethiopia.

## GHANA

**Suffolk University/University of Cape Coast** (*Institutional Partnership, 2003*). Develop the capacity of the University of Cape Coast to provide non-traditional educational and support services to municipal and local governments in Ghana.

**University of Delaware/Institute of Local Government Studies/Erasmus University** (*Institutional Partnership, 2000*). Develop intranet and distance learning capacity for training and research in public administration for local government officials.

**University of Maryland, Eastern Shore/University of Cape Coast** (*Institutional Partnership, 1998*). Enhance the technical and management skills of Ghanaians in the hospitality industry to promote ecotourism and economic development.

**University of Northern Iowa/University of Cape Coast** (*Institutional Partnership, 2002*). Respond to the need for public health services in rural, impoverished communities through a culturally-sensitive train-the-trainer program.

**University of South Florida/University of Cape Coast/University College of Education of Winneba** (*Institutional Partnership, 2000*). Strengthen institutional capacity to improve teacher training and enhance testing and continuous curriculum assessment. ●

**University System of Georgia/University of Cape Coast** (*Institutional Partnership, 2000*). Provide instructional technology training for Ghanaian faculty to enhance basic education. ●

## Promoting Cooperation

ALO administers a cooperative agreement between USAID's Bureau for Economic Growth, Agriculture, and Trade - Office of Education and six major U.S. higher education associations. The presidents of these associations, which represent all sectors of higher education, serve as ALO's Board of Directors. The Advisory Council, appointed by the Board, helps formulate ALO programs and plans. The agreement with USAID supports association efforts to promote international development programs at colleges and universities in keeping with the goals and interests of U.S. higher education, USAID, and institutions in cooperating countries.

\* Recipients of Africa Sustainability Awards (see p.6).

♦ These partnerships have received funding from USAID Missions (see p.7).

● Partnerships originally funded through EDDI.

■ A network of two or more partners.

❖ U.S. - Middle East University Partnerships Program (see p. 9).

✚ TIES Partnerships (See p.16).

## ALO Institutional Partnerships

As part of the cooperative agreement with USAID, ALO coordinates a program of competitive grants awarded to U.S. colleges and universities partnered with higher education institutions in developing countries. Institutional partnerships further USAID strategic objectives and assist partnering institutions in applying their expertise to global development challenges. Eligible applicants are all regionally accredited, degree granting, U.S. higher education institutions.

### KENYA

**American Association for the Advancement of Science/Jomo Kenyatta University of Agriculture and Technology** (*Institutional Partnership, 2001*). Develop campus and community-based programs on civic engagement for women educators and strengthen the role of African universities in confronting the HIV/AIDS pandemic.

**Indiana University/Moi University Faculty of Health Sciences** (*Institutional Partnership, 2001*). Build capacity to manage HIV/AIDS by improving medical school education, health care delivery, and research.

**State University of New York - Cortland/University of Nairobi** (*Institutional Partnership, 1999*). Expand and modify eight external learning centers in Kenya based on the New York community college model. ●

**Tufts University School of Medicine/University of Nairobi/Kenya Methodist University** (*Institutional Partnership, 2003*). Build an Internet-based, interactive curriculum to improve public health education at Kenyan and U.S. universities.

**University of Pittsburgh/Moi University** (*Institutional Partnership, 2003*). Increase management capacity in natural resources and environmental programs through integrated technical assistance, consultancy, and training strategies.

### LESOTHO

**Boston University/Lesotho College of Education** (*Institutional Partnership, 2004*). Strengthen the HIV curriculum for teachers in training and initiate the first integrated voluntary counseling, testing, and retroviral treatment program in Lesotho.

### MALAWI

**Indiana State University/Mzuzu University** (*Institutional Partnership, 2004*). Enhance Mzuzu University's teacher preparation program in the area of earth science.

**Lincoln University of Missouri/University of Malawi, Bunda College of Agriculture** (*Institutional Partnership, 2000*). Examine the effects of increased consumption of goat milk/meat and soybean flour on childhood survival. ●

**Texas A&M University/University of Malawi, Bunda College of Agriculture** (*Institutional Partnership, 2004*). Develop an animal health training and research program that will include a curriculum leading to a master of science degree.

**Virginia Polytechnic Institute and State University/Domasi College of Education** (*Institutional Partnership, 2000*). Enhance the research and pedagogical skills of professionals involved in primary teacher preparation programs. ●

**Virginia Polytechnic Institute and State University/Malawi Institute of Education/Domasi College of Education** (*Institutional Partnership, 1999*). Develop three trial schools into professional development centers for other primary teachers by engaging in collaborative research on teaching methods and curriculum development.

## MALI

**Michigan State University/University of Mali** (*Institutional Partnership, 2003*). Assist a new generation of Malian farmers and agro-entrepreneurs to be scientifically trained and attuned to a market economy.

**Montana State University/L'Institut d'Economie Rurale** (*Special Initiative, 2004*). Support long-term graduate training for teaching faculty and develop follow-on projects for returned scholars to strengthen agricultural development in Mali. ♦

## MOZAMBIQUE

**West Virginia University/Catholic University of Mozambique** (*Institutional Partnership, 2001*). Develop public health programs in maternal/child health and HIV/AIDS education, and construct a rural health curriculum at the Faculty of Medicine, Catholic University.

## NAMIBIA

**Community Colleges for International Development/Polytechnic of Namibia** (*Institutional Partnership, 2004*). Create a program that will train business and information technology students at the Polytechnic of Namibia in entrepreneurial theory and practice.

**Highline Community College/Polytechnic of Namibia** (*Institutional Partnership, 1999*). Establish an entrepreneurial development center and a center for teaching and learning to build human resource capacity and develop links with the business community. \* ●

**Pacific Lutheran University/University of Namibia** (*Institutional Partnership, 2002*). Enable primary school teachers to strengthen knowledge, teaching, and language skills.

**The Pennsylvania State University/University of Namibia** (*Institutional Partnership, 2003*). Promote the role of rural women as environmentally aware farmers, processors of locally grown foods, and marketers and distributors of food products.

**Worcester Polytechnic Institute/Polytechnic of Namibia** (*Institutional Partnership, 2003*). Improve the administrative, managerial, and operational capacities of higher education in Namibia.

## NIGERIA

**Ohio University/University of Maiduguri** (*Institutional Partnership, 2002*). Bolster institutional research and training capacity in northeast Nigeria, with an emphasis on opportunities for girls in Islamic society. ●

**University of Delaware/Obafemi Awolowo University** (*Institutional Partnership, 2003*). Provide the opportunity for poor women to diversify income earning and employment opportunities, and improve food security.

**University of Iowa/Nigerian National Universities Commission** (*Institutional Partnership, 2000*). Increase the ability of technicians and computer support personnel to develop, maintain, and promote the use of computers and networks at their universities. ●

## Institutional Partnership Program Objectives

ALO and USAID seek to support American academic institutions as they engage with higher education associations and institutions in developing and newly independent countries to:

- collaboratively address an array of complex economic, social, educational, and development issues and challenges;
- strengthen their respective capacities for conducting their mission of teaching, research, and service to address development priorities, including the improvement of basic and higher education;
- contribute to the preparation of a responsible citizenry and a skilled workforce engaged in a global marketplace;
- increase attention to and understanding of international education and development issues on campuses and among the institutions' constituencies; and
- disseminate information and share results of development cooperation both abroad and in the United States.



## Workforce Development Partnerships

The *Workforce Development Partnerships* program was a collaborative effort with the American Association of Community Colleges (AACC) that supported partnerships between two-year institutions in the United States and higher education institutions in USAID-assisted countries. The program aimed to strengthen the capacity of cooperating institutions to provide relevant, high-demand skills training responsive to local development needs. Based on its own peer-reviewed competition, AACC awarded eleven \$50,000 seed grants in 1998 and six in 1999. These awards supported partnerships, led by U.S. community colleges, in ten countries.

### RWANDA

**Michigan State University/Texas A&M University/National University of Rwanda** (*Special Initiative, 2000*). Help to rebuild and bolster the teaching, applied research, and outreach capacity of agricultural institutions in Rwanda. ♦ ■

**Prince George's Community College/National University of Rwanda** (*Institutional Partnership, 2003*). Increase Rwanda's computer literacy through the training of secondary school teachers.

### SENEGAL

**University of Massachusetts-Boston/Université Gaston Berger de Saint Louis** (*Institutional Partnership, 1999*). Develop local teaching and research capacity in political science and business law, and promote community economic development. ●

**University of North Florida/Centre Universitaire Régional de Bambey** (*Institutional Partnership, 2000*). Develop a two-year degree program in community health based on the U.S. community college model. ●

### SOUTH AFRICA

**Bronx Community College/Umgungundlovu Further Education & Training College** (*Institutional Partnership, 2003*). Assist South Africa's newly restructured technical colleges to prepare students for the workplace.

**Bronx Community College/University of Natal, Pietermaritzburg** (*Workforce Development Partnership, 1999*). Establish a virtual college to address the workforce development and education needs of under- and unemployed workers and young adults. \*

**Edinboro University of Pennsylvania/University of the Free State** (*Institutional Partnership, 1999*). Establish a regional center and train facilitators in approaches to involve parents in children's learning of math and science. ●

**Edinboro University of Pennsylvania/University of the Free State** (*Institutional Partnership, 2002*). Develop and implement a teacher-training program to improve instruction in mathematics. ●

**Florida A&M University/University of Zululand** (*Institutional Partnership, 2003*). Enhance public administration and management capacity through the creation of an institute of local government studies, research and curriculum development.

**Florida State University/Potschefstroom University** (*Institutional Partnership, 2000*). Raise the percentage of disadvantaged students qualifying for university admissions in South Africa. ●

**Highline Community College/Cape Technikon** (*Institutional Partnership, 2002*). Develop and implement an entrepreneurship across the curriculum program, focused on science, engineering, and technology courses.

**Highline Community College/False Bay College** (*Institutional Partnership, 2003*). Develop a supported employment workforce development model for disabled South Africans in response to equity legislation.

**Highline Community College/National Access Consortium Western Cape** (*Workforce Development Partnership, 1998*). Train employees of small and mid-level firms and provide education for disadvantaged adults and out-of-school youth. \* ■

**Howard University/University of the Western Cape/University of Nairobi** (*Institutional Partnership, 1999*). Establish joint graduate degree programs in development-related disciplines between U.S. and African institutions. ● ■

**Howard University/University of the Western Cape** (*Institutional Partnership, 2003*). Develop and implement a comprehensive university HIV/AIDS policy to improve institutional capacity to manage the HIV/AIDS epidemic within the campus environment.

**Howard University/University of the Transkei** (*Institutional Partnership, 1998*). Develop an emergency medicine Internet teaching tool to link health facilities in South Africa and the United States.

**Michigan State University/eastern seaboard Association of Tertiary Institutions** (*Institutional Partnership, 2000*). Establish a strategic plan and program for community outreach to disadvantaged communities using Internet technology. ■

**Middle Tennessee State University/University of Durban-Westville** (*Institutional Partnership, 1999*). Develop outreach activities to improve water management, sanitation, and health in squatter communities in KwaZulu-Natal. \* ●

**Oregon State University/Fort Cox College/University of Fort Hare/University of Natal-Pietermaritzburg** (*Institutional Partnership, 1998*). Strengthen the capacity of partners to implement programs in agro-forestry and community forestry. \* ■

**The Pennsylvania State University/University of Durban-Westville** (*Institutional Partnership, 2000*). Improve access to education and career opportunities for disadvantaged students in the KwaZulu-Natal region. ●

**Prince George's Community College/Vista University** (*Workforce Development Partnership, 1998*). Provide computer education, information technology training, and distance learning opportunities for Vista University students and teachers. \*

**Southern New Hampshire University/University of the North** (*Institutional Partnership, 2003*). Strengthen the University of the North's capacity to serve its constituents by establishing a sustainable microenterprise development institute to deliver training to microenterprise practitioners.

**Spelman College/Durban Institute of Technology** (*Institutional Partnership, 2002*). Train female students in technical, communication, and analytical skills by developing mini-documentaries on South Africa's social and economic transition. ●

## Africa Sustainability Awards

In 2000, existing ALO partnerships working in Africa were invited to submit proposals for awards to enhance the sustainability of their projects. The sustainability grants matched the initial awards and were funded by the Education for Development and Democracy Initiative (EDDI), launched in 1998 to strengthen African educational systems and promote Africa's integration into the world community. Proposals were received from 15 of the 23 Africa partnerships from Cycles 1998 and 1999, and 10 were selected for funding through a peer review process. These included six Institutional Partnerships and four Workforce Development Partnerships.

## Special Initiative Partnerships

ALO supports Special Initiatives funded by USAID Missions. While ALO's annual competition is open to partnerships addressing a development objective in a USAID-assisted country, Special Initiatives target specific development challenges identified by the USAID Mission. Mission representatives work closely with ALO and host country partners to determine the focus of the desired partnership and develop the request for applications. Because they are closely targeted to Mission objectives, Special Initiatives often receive higher levels of funding. ALO has undertaken Special Initiatives in Bangladesh, Egypt, El Salvador, Ethiopia, India, Macedonia, Mali, Mexico, Rwanda, and the West Bank/Gaza, and has worked with the Bureau for Africa, the Bureau for Democracy, Conflict, and Humanitarian Assistance, Office of Democracy and Governance, the Bureau for Economic Growth, Agriculture and Trade, Office of Agriculture, the Bureau for Global Health, and the Regional Center for Southern Africa.

**Spelman College/Mangosuthu Technikon** (*Institutional Partnership, 2003*). Increase the capacity of Mangosuthu Technikon to undertake and sustain efforts to raise its visibility as a newly restructured technical college and to secure and manage grants and contracts.

**Springfield Technical Community College/Althone Technical College** (*Workforce Development Partnership, 1999*). Develop model instructional programs in advanced communications and telecommunications.

**Texas Southern University/Eastern Cape Technikon** (*Institutional Partnership, 2000*). Develop a series of community workshops on business skills, the maintenance of photovoltaic devices, e-commerce, and clothing design. ●

**Tuskegee University/University of Fort Hare** (*Institutional Partnership, 2002*). Reduce public housing shortages by improving building methods through the construction of small-scale houses with low-cost materials using a community-based approach.

**University of Missouri, Columbia/University of Western Cape** (*Institutional Partnership, 2004*). Develop an academic leadership program and revise nursing curricula to accommodate the current and future needs of nursing students in South Africa.

**University of Washington/University of Port Elizabeth** (*Institutional Partnership, 2003*). Establish an interdisciplinary program and certificate in marine studies, and promote better scientific understanding based on research of coastal resources and economies.

**Washington State University/University of the Witwatersrand** (*Institutional Partnership, 2003*). Establish a teaching and learning network and increase the number of teachers trained to integrate technology into instruction.

## TANZANIA

**Columbus State Community College/Dar es Salaam Institute of Technology** (*Workforce Development Partnership, 1999*). Provide information technology training to Tanzanian leaders in the private and public sectors.

**Mississippi State University/University of Dar es Salaam** (*Institutional Partnership, 1998*). Build institutional capacity to advocate environmentally sound and cost-effective methods of pesticide management in Tanzania.

**The Ohio State University/Sokoine University of Agriculture** (*Institutional Partnership, 2002*). Develop a practical agribusiness management program by institutionalizing linkages between higher education institutions and the private agribusiness sector.

**Southern New Hampshire University/The Open University of Tanzania** (*Institutional Partnership, 2000*). Provide economic development training to community leaders and social entrepreneurs. ●

## UGANDA

**The Ohio State University/Makerere University** (*Institutional Partnership, 1999*). Enhance Makerere University's capacity to contribute to agribusiness development by strengthening its ties with the private sector. ●



**State University of New York - Albany/Makerere University** (*Institutional Partnership, 2000*). Create a new department of environmental health sciences at Makerere University to strengthen Uganda's capacity to respond to environmentally related health hazards. ●

#### ZAMBIA

**Cleveland State University/Copperbelt University** (*Institutional Partnership, 1999*). Establish training programs to help small- and medium-sized Zambian manufacturing firms improve productivity and quality. \*

# ASIA & THE NEAR EAST

## AFGHANISTAN

**Loma Linda University/Kabul Medical Institute** (*Institutional Partnership, 2003*). Address Afghanistan's health needs through faculty development, updating of curricula, establishment of teaching and laboratory tools, and development of clinical skills at the Kabul Medical Institute.

**Purdue University/Kabul University** (*Institutional Partnership, 2002*). Bolster reconstruction efforts by building faculty capacity and training workers in the agriculture and basic infrastructure sectors in Afghanistan.

**Purdue University/Afghan Ministries of Education and Higher Education/Polytechnic Institute/Education University/Kabul University/four regional universities** (*Institutional Partnership, 2004*). Rapidly establish a technological training program focusing on the critical need for qualified technicians to rebuild Afghanistan's infrastructure. ■

**University of Massachusetts-Amherst/Afghan University for Education** (*Institutional Partnership, 2003*). Build local institutional capacity to conduct and support rapid teacher training in basic education.

## ALGERIA

**Plattsburgh State University of New York/Institut National de Commerce d'Alger** (*MEPI Institutional Partnership, 2003*). Enhance the administrative, teaching, and scholarship capacity of higher education in business and management in Algeria. ♦

## BAHRAIN

**DePaul University/University of Bahrain** (*MEPI Institutional Partnership, 2003*). Develop curricular initiatives in Bahrain and provide new learning opportunities in the field of media and journalism for students and faculty. ♦

**Murray State University/University of Bahrain** (*MEPI Institutional Partnership, 2003*). Establish the University of Bahrain as a premier institution in the teaching of English and in the training of English teachers. ♦

## BANGLADESH

**Southern Illinois University at Carbondale/Independent University of Bangladesh** (*Institutional Partnership, 2002*). Develop curricula, expertise, research, strategies, and educational materials to end domestic violence in Bangladesh.

**University of Houston/Bangladesh University of Engineering and Technology** (*Special Initiative, 2003*). Strengthen Bangladesh's capacity in energy economics education and research. ♦

**Virginia Polytechnic Institute and State University/Dhaka University** (*Special Initiative, 2003*). Strengthen the Women's Studies Department at Dhaka University by developing courses, undertaking collaborative research projects, and improving the research agenda. ♦

**Virginia Polytechnic Institute and State University/Bangladesh University of Engineering and Technology** (*Special Initiative, 2003*). Reduce Bangladesh's vulnerability to seismic threats by increasing teaching, research, and service capacity in areas related to earthquake safety. ♦

## U.S. - Middle East University Partnerships Program

In cooperation with the U.S. Department of State's Middle East Partnership Initiative (MEPI) and USAID, ALO administers partnerships between colleges and universities in the United States and the Middle East. Under the U.S. - Middle East University Partnerships Program, the awards enable U.S. universities to work together with higher education institutions in the Middle East to strengthen university programs in: business administration and economics, information and communication technologies, teacher education, media and journalism, and American studies.

♦ These partnerships have received funding from USAID Missions (see p.7).

■ A network of two or more partners.

♦ U.S. - Middle East University Partnerships Program.

## CAMBODIA

**California State University, Fullerton/Pannasastra University of Cambodia** (*Institutional Partnership, 2003*). Establish a center for community service learning at Pannasastra University of Cambodia.

## EGYPT

**Georgia State University/Alexandria Institute of Technology** (*Special Initiative, 2002*). Apply distance education technology to develop Egypt's human resource capacity in business management and international marketing. ♦

**University of Connecticut/Ain Shams University** (*MEPI Institutional Partnership, 2003*). Create a program that integrates the study of information and communication technology and business administration. ♦

**Walla Walla Community College/AI-Azhar University** (*Institutional Partnership, 2000*). Establish an agricultural technician training institute to enhance Egypt's sustainable food production capacity.

## INDIA

**Cornell University/Tamil Nadu Agricultural University** (*Special Initiative, 2004*). Develop strategies to facilitate public-private linkages as a means of boosting Indian agricultural productivity, exports, and rural incomes. ♦

**Eastern Iowa Community College District/Vasavi College of Engineering** (*Institutional Partnership, 2001*). Develop and promote a community college system throughout southern India. ♦

**Houston Community College-Southeast/University of Delhi** (*Institutional Partnership, 1999*). Develop a model of cooperative training to provide students, especially women, with marketable skills in health professions.

**Iowa State University/University of Agricultural Sciences** (*Special Initiative, 2004*). Implement alternative approaches to traditional, heavily subsidized grain production and provide local farmers, educators, and legislators with new farming models. ♦

**Michigan State University/Tamil Nadu Agricultural University** (*Special Initiative, 2004*). Strengthen institutional capacity to improve management related to the fruits and vegetables supply chain in India. ♦

**The Ohio State University/Punjab Agricultural University** (*Special Initiative, 2004*). Promote agricultural diversification and the transformation of raw food products into quality, high-value commodities with extended shelf life and potential for export. ♦

**Purdue University/University of Agricultural Sciences** (*Special Initiative, 2004*). Help educate people in rural areas about nutrition and enhance public awareness about the potential benefits of biotechnology in improving human nutrition. ♦

**University of California, Davis/Tamil Nadu Agricultural University** (*Special Initiative, 2004*). Increase economic efficiency, raise productivity, and reduce rural poverty through the establishment of a center for post harvest biology and food quality. ♦

### INDONESIA

**Clemson University/Universitas Sam Ratulangi** (*Institutional Partnership, 2002*). Provide research, education, and outreach to develop and conduct integrated pest management for major vegetable crops grown in fragile ecosystems.

**Ohio University/State Islamic University Syarif Hidayatullah** (*Institutional Partnership, 2002*). Increase institutional teaching and research capacity in civic education and develop models of active teaching and problem-based learning for civic education for the K-12 *madrasah* network of Islamic schools.

**University of Illinois Urbana-Champaign/Institute of Technology, Bandung** (*Institutional Partnership, 1999*). Strengthen urban planning, decision-making, communications, and implementation of infrastructure projects and services at the community level in Indonesia.

### JORDAN

**University of Arkansas/Yarmouk University** (*Institutional Partnership, 2001*). Apply principles of cultural resource management to foster eco-tourism and economic growth.

**University of North Carolina at Chapel Hill/University of Jordan** (*MEPI Institutional Partnership, 2003*). Internationalize the American Studies program at the University of Jordan by connecting the university to a global network of American Studies programs. ❖

### LAOS

**Case Western Reserve University/National University of Laos** (*Institutional Partnership, 2002*). Expand capacity to train physicians at the post-graduate level and create an academic environment to address Lao health issues in Laos.

**Case Western Reserve University/National University of Laos** (*Institutional Partnership, 1999*). Develop capacity to provide postgraduate training in pediatrics and internal medicine in Laos.

### MOROCCO

**Indiana State University/University of Hassan II - Mohammedia** (*Institutional Partnership, 2003*). Strengthen the administrative and leadership capacity of institutions of higher learning through educational and training programs.

### NEPAL

**Indiana University/Kathmandu University** (*Institutional Partnership, 1999*). Develop a model master's degree program in the social science dimensions of natural resources management.

**Michigan State University/Institute of Forestry, Tribhuvan University** (*Institutional Partnership, 2001*). Establish the first-ever graduate degree program in forestry in Nepal.

**Red Rocks Community College/Tribhuvan University** (*Institutional Partnership, 2002*). Develop curricula and practices to improve student performance in math and science, and prepare students for further education in engineering and environmental sciences. ■

**Tufts University School of Veterinary Science/Tribhuvan University Institute of Agriculture & Animal Science** (*Institutional Partnership, 2003*). Develop public health education by creating a new module within the social mobilization curriculum at Tribhuvan University's Veterinary School.

**University of Colorado-Boulder/Tribhuvan University** (*Institutional Partnership, 2000*). Develop a postgraduate curriculum in renewable energy technologies and establish a laboratory for training and research.

**Washington University in St. Louis/Tribhuvan University** (*Institutional Partnership, 1999*). Increase Tribhuvan University's capacity to train its law students to examine social policy concerns in order to provide greater representation for marginalized Nepalis in public policy and legislation.

#### OMAN

**University of Missouri-Rolla/Mazoon College for Management and Applied Sciences** (*MEPI Institutional Partnership, 2003*). Develop an honors program in business innovation and entrepreneurship for female students. ❖

#### PHILIPPINES

**Cornell University/Leyte State University** (*Institutional Partnership, 2003*). Support local government and community-led efforts to improve the management of critical watersheds in the Central Philippines.

**University of South Carolina/Mapua Institute of Technology** (*Institutional Partnership, 1999*). Enhance environmental engineering education and initiate sustainable development and pollution control through environmental education and research.

**University of Washington/De La Salle University** (*Institutional Partnership, 2002*). Undertake an IT-enabled services project to influence public policy and establish an "Internet Studies" program.

**University of Washington/Silliman University** (*Institutional Partnership, 1999*). Link UW's School of Marine Affairs, Silliman University, and the Coastal Resources Management Project for joint educational and research activities focused on coastal environmental issues. ■

#### SRI LANKA

**Kapi'olani Community College/Ceylon Hotel School Graduates Association** (*Institutional Partnership, 1998*). Further develop the tourism workforce and promote economic development in both Sri Lanka and Hawai'i through faculty and student exchanges.

#### THAILAND

**Johnston Community College/North Carolina Community College System/Thai Ministry of Education** (*Institutional Partnership, 2004*). Strengthen Thailand's new community college system through trustee training. ■



### TUNISIA

**Southern Methodist University/University of Tunis El Manar** (*MEPI Institutional Partnership, 2003*). Reduce Tunisia's shortage of qualified faculty members in computer science. ❖

**University of Arkansas/Université du Centre at Sousse** (*MEPI Institutional Partnership, 2003*). Develop and deliver executive education programs and undertake undergraduate core curriculum revisions at the Université du Centre. ❖

### VIETNAM

**Kentucky Community and Technical College System/Kien Giang Community College** (*Institutional Partnership, 2004*). Develop an information technology and workforce development curriculum and integrate English into the IT program at Kien Giang.

**Purdue University/Cantho University/Nong Lam University** (*Institutional Partnership, 2003*). Develop a curriculum using case studies that promotes economic development and poverty alleviation while protecting the environment.

### WEST BANK/GAZA

**Calvin College/Birzeit University** (*Special Initiative, 2000*). Create a database and plan for sustainable water use through hydrological and ecological studies. ♦

**Georgia State University/An-Najah National University** (*Special Initiative, 2000*). Support public policy reform through academic development, applied research, outreach, and training. ♦

**Johns Hopkins University/Al-Quds University** (*Special Initiative, 2000*). Improve health management and administration through curriculum development, skill/practice enhancement, and operations research. ♦

**Purdue University/Islamic University of Gaza (West Bank)** (*Special Initiative, 2000*). Establish a master of science program in water resources management by providing educational support, technical assistance, outreach, and applied services. ♦

**University of Georgia/Birzeit University/Al-Azhar University of Gaza** (*Special Initiative, 2000*). Build capacity in water resource law, commercial law, intellectual property law, and alternative dispute resolution. ♦

**University of Maryland, Eastern Shore/Palestine Polytechnic Institute** (*Special Initiative, 2000*). Increase the applied information technology knowledge base in the management and improvement of water resources. ♦

**University of Oklahoma/Bethlehem University** (*Special Initiative, 2000*). Provide technological assistance and training in modeling an aquifer and producing ground water quality and treatment studies. ♦

### REGIONAL SOUTHEAST ASIA

**University of Washington/Chulalongkorn University/Asia Pacific Economic Cooperation** (*Institutional Partnership, 1998*). Develop an Internet-technology based integrated model of the river basins of Southeast Asia to enhance regional decision-making on water resource management. ■

# EUROPE & EURASIA

## CROATIA

**Cleveland State University/University of Rijeka** (*Institutional Partnership, 2004*). Develop and implement the first graduate curriculum in Croatia in public administration.

**Montana State University/University of Zagreb/Osijek University** (*Institutional Partnership, 2001*). Institutionalize and increase community capacity for sustained cooperative business in agriculture.

**University of Georgia/University of Zagreb** (*Institutional Partnership, 2002*). Develop and implement strategies for cooperation between rural communities and local government for sustainable economic and tourism initiatives.

## GEORGIA

**Georgia State University/Caucasus School of Business** (*Institutional Partnership, 2002*). Train women to manage small businesses and serve as leaders and managers in large businesses.

## KYRGYZSTAN

**Indiana University/American University-Central Asia** (*Institutional Partnership, 2004*). Create an undergraduate minor in public administration for students seeking careers in local and national government as well as with non-governmental organizations in Kyrgyzstan.

## MACEDONIA

**Indiana University/South East European University** (*Special Initiative, 2001*). Establish a multi-ethnic, multi-lingual international university and introduce modern curricula, increase administrative support and develop computer literacy programs. ♦ ■

## ROMANIA

**Southern Connecticut State University/Technical University of Cluj-Napoca** (*Institutional Partnership, 2004*). Enhance the ability of business people in the Cluj region of Romania to succeed in the global economy through the development of an educational center and curricular model.

**Tiffin University/University of Bucharest** (*Institutional Partnership, 1999*). Create a new School of Criminal Justice at the University of Bucharest.

## RUSSIA

**Harford Community College/Moscow Medical College #1** (*Workforce Development Partnership, 1999*). Develop curriculum and provide seminars on nursing theory, practice, and professional issues to expand the role of nurses in Russia.

**Harford Community College/Moscow Medical College #1** (*Institutional Partnership, 2001*). Develop and implement a continuing education system in nursing and establish nursing staff education departments in hospitals.

♦ These partnerships have received funding from USAID Missions (see p.7).

■ A network of two or more partners.

### **Haskell Indian Nations University/Gorno-Altai State University**

*(Institutional Partnership, 1999)*. Develop a model program for community-based drinking water quality monitoring in remote villages in the Altai Republic.

### **Kansas State University/Gorno-Altai State University**

*(Institutional Partnership, 2003)*. Improve the ability of journalists to communicate technical information to the public.

### **Purdue University/Novgorod State University**

*(Institutional Partnership, 1998)*. Develop a model graduate and undergraduate environmental sciences and policy curriculum.

### **University of Wyoming/Saratov State Socio-Economics University**

*(Institutional Partnership, 2003)*. Develop the capacity of Saratov State Socio-Economics University to integrate e-business into curricula and perform outreach to the local business community.

## UKRAINE

### **Tennessee State University/L'viv Institute of Management**

*(Institutional Partnership, 2000)*. Enhance the management training capacity of partner institutions and promote private sector relations between firms in the Ukraine, Tennessee, and Missouri. ■

### **University of Illinois at Chicago/The National University of "Kyiv-Mohyla Academy" (NaUKMA)**

*(Institutional Partnership, 2004)*. Build capacity and promote development of the first School of Public Health at NaUKMA.

## UZBEKISTAN

### **Kent State University, Trumbull Campus/Tashkent State University**

*(Workforce Development Partnership, 1998)*. Develop environmental technology training capacity at Tashkent State University.

### **Washington State University/Tashkent Institute of Irrigation & Agriculture Mechanical Engineers**

*(Institutional Partnership, 2000)*. Increase the capacity of partner institutions to develop new and enhance existing environmental courses, degree programs, and continuing education.

## REGIONAL CENTRAL ASIA

### **University of California, Davis/Samarkand State University**

*(Institutional Partnership, 1999)*. Develop the capacity of Central Asian scientists to use geographic information systems technologies to measure and model carbon dioxide fluxes. ■

# LATIN AMERICA & THE CARIBBEAN

## BOLIVIA

**American Museum of Natural History/Universidad Mayor de San Andrés/Universidad Católica Boliviana/Universidad Autónoma Gabriel René** (*Institutional Partnership, 2003*). Develop and disseminate active teaching and learning modules on protected area management, forest management, water resource management, and public-private partnerships to improve waste management. ■

**Western Illinois University/Universidad Mayor de San Andrés/Universidad Autónoma Gabriel René Moreno** (*Institutional Partnership, 2003*). Enhance institutional planning, budgeting, and administrative leadership in Bolivian universities, and design continuing education programs.

## BRAZIL

**Community Colleges of Colorado/National Confederation of Industry** (*Workforce Development Partnership, 1999*). Upgrade the skills of industrial workers in Brazil, emphasizing e-commerce and technology.

**University of Colorado at Boulder/Centro Federal de Educacao Technologica de Minas Gerais** (*Institutional Partnership, 2004*). Develop a training and educational curriculum that will build the capacity of energy engineers and establish a Sustainability and Energy Efficiency Assessment Center.

## COLOMBIA

**American University/Universidad de Los Andes/Universidad Nacional de Colombia** (*Institutional Partnership, 1999*). Strengthen the capacity of Colombian institutions to provide education in human rights by training faculty in the interpretation of domestic and international human rights standards and laws.

## DOMINICAN REPUBLIC

**Utah State University/Universidad Autónoma de Santo Domingo** (*Institutional Partnership, 2004*). Develop administrative, managerial, and operational capacity to support government reform in the Dominican Republic.

## EL SALVADOR

**Metropolitan Community College/Universidad Centroamericano “Jose Simeon Canas”** (*Special Initiative, 1999*). Train early childhood education specialists and informal caretakers to address the needs of rural at-risk children. ♦

## GUATEMALA

**University of Wisconsin-Madison/Universidad de San Carlos de Guatemala** (*Institutional Partnership, 2004*). Develop and distribute a tomato variety that is resistant to bacterial wilt and suitable for the Guatemalan environment and Central American market.

## U.S. – Mexico TIES Partnerships

The United States–Mexico Training, Internships, Exchanges, and Scholarships (TIES) initiative is a public-private alliance designed to strengthen social and economic growth in Mexico by augmenting the institutional capacity of higher education through partnerships, training, educational programs, and scholarships. TIES partnerships focus on enhancing higher education's role in social and economic development, foster faculty and student exchange, enable collaborative research, and provide an institutional framework for master's degree programs. TIES was developed in cooperation with USAID/Mexico and is implemented under the broader U.S.-Mexico Partnership for Prosperity initiative.

♦ These partnerships have received funding from USAID Missions (see p.7).

■ A network of two or more partners.

✦ TIES Partnerships.

### GUYANA

#### **St. Louis Community College/Guyana Ministry of Education**

(*Workforce Development Partnership, 1998*). Develop a two-year curriculum for the training of sworn (certified) land surveyors.

### HONDURAS

**Purdue University/Cornell University/Escuela Agrícola Panamericana (Zamorano)** (*Institutional Partnership, 1998*). Develop an integrated program of education, applied research, and outreach activities to address critical needs in microenterprise development, natural resource management, community-based development, and higher education. ■

#### **University of New Mexico, Albuquerque/Escuela Agrícola**

**Panamericana (Zamorano)** (*Institutional Partnership, 2002*). Create local, national, and regional capacity for integrated management of water resources.

### JAMAICA

#### **Central Connecticut State University/University of the West Indies**

(*Institutional Partnership, 2004*). Enhance tourism-related curriculum development and research initiatives at the University of the West Indies.

**Furman University/University of the West Indies** (*Institutional Partnership, 1999*). Train a critical mass of software developers to create a sustainable software development industry in Jamaica.

**University of Delaware/University of the West Indies** (*Institutional Partnership, 2000*). Disseminate best practices in the fields of coastal ecosystem management and tourism management and augment integrated coastal management capacity in the Caribbean and the United States.

### MEXICO

#### **Alamo Community College District/Universidad Tecnológica de**

**Coahuila (TIES Institutional Partnership, 2004)**. Increase the productivity of the *maquiladora* manufacturing sector by providing training to engineers and production workers on advanced manufacturing technology systems and production procedures. ✚

#### **Arizona State University/Instituto Tecnológico de Sonora (TIES**

*Institutional Partnership, 2004*). Address development issues of the desert Sonora region through education, research, and training in ecotourism, microenterprises, environmental protection, and alternative energy. ✚

#### **Arizona State University/Instituto Tecnológico y de Estudios**

**Superiores de Monterrey (TIES Institutional Partnership, 2004)**. Prepare technical leaders for the aerospace industry in global logistics and productivity improvement through a dual master's degree program. ✚

**Cornell University/Universidad Autónoma de Yucatán (TIES Institutional Partnership, 2004)**. Enhance Mexico's competitiveness in the production of animal-source foods by developing the professionals needed to lead animal agricultural development in Mexico's Gulf Region. ✚



**Daytona Beach Community College/Universidad Regiomontana** (*Workforce Development Partnership, 1998*). Train future businessmen and women in importing and exporting, with a focus on information technology.

**Florida A&M University/Universidad Iberoamericana** (*Institutional Partnership, 2000*). Research, develop, and implement policies and strategies of importance to urban communities in the areas of housing, infrastructure, economic development, crime prevention, education, planning, and community organization.

**Indiana University/Universidad Nacional Autónoma de México** (*TIES Institutional Partnership, 2002*). Train Mexican scientists and technical advisors in conservation theory, methodology, community governance, and natural resource management. ✚

**Iowa State University/Universidad de Colima** (*TIES Institutional Partnership, 2004*). Promote economic growth and improve the quality of life for rural people of Colima through a broad-based university outreach program. ✚

**Kirkwood Community College/Universidad Tecnológica de Fidel Velázquez** (*Workforce Development Partnership, 1998*). Provide wastewater management, wastewater operator training and program development assistance.

**Maricopa Community College District/Universidad Veracruzana** (*Institutional Partnership, 2000*). Expand outreach efforts on HIV/AIDS, tuberculosis, and diabetes in rural, low-income areas and promote the competitiveness and environmental protection practices of microenterprises by developing a small business center.

**Michigan Technological University/Universidad de Sonora** (*TIES Institutional Partnership, 2002*). Train a new generation of bi-national, multi-disciplinary water resources experts for sustainable water resources decision-making in Sonora, Mexico. ✚

**Montana State University/Universidad Autónoma de Baja California** (*Institutional Partnership, 2000*). Develop institutional outreach capacity in public health, water education, and pollution prevention. ♦

**Northern Arizona University/Universidad de Sonora** (*TIES Institutional Partnership, 2002*). Develop and strengthen human capacity for natural resource conservation and management of desert ecosystems in northern Mexico. ✚

**The Ohio State University/Colegio de Postgraduados en Ciencias Agrícolas** (*Institutional Partnership, 1998*). Establish sustainable graduate education, research, and outreach programs in agribusiness. ■

**Paradise Valley Community College/Universidad Tecnológica de Tabasco** (*Workforce Development Partnership, 1998*). Increase institutional capacity to prepare qualified environmental technicians.

**San Diego Community College District/Centros de Capacitación Tecnológica Industrial** (*Workforce Development Partnership, 1998*). Work with business and industry to develop curriculum and instructional materials for U.S. certification in electronics and welding.

**San Diego State University/Universidad Autónoma de Baja California** (*TIES Institutional Partnership, 2002*). Develop a joint master's degree program on transborder public administration and governance for the U.S.-Mexico border region and improve capacity for cross-border cooperation. ✚

**Southern Methodist University/ Instituto Tecnológico y de Estudios Superiores de Monterrey** (*TIES Institutional Partnership, 2004*). Reduce the current shortage of well-trained software engineers in Mexico through scholarships, faculty exchanges, and workshops. ✚

**Southern Oregon University/Universidad de Guanajuato** (*TIES Institutional Partnership, 2002*). Develop and implement faculty and student exchange programs and create a joint master's degree program in management. ✚

**State University of New York-Morrisville/Universidad Tecnológica de Tula-Tepeji** (*Workforce Development Partnership, 1998*). Offer training for municipal and industrial wastewater treatment plant operators.

**Texas A&M University/Consortio Técnico del Noreste de México** (*Institutional Partnership, 2001*). Increase research, education, and extension capacities of students and faculty to manage sustainable grazing land production systems. ✚ ■

**Texas A&M University/Consortio Técnico del Noreste de México** (*Institutional Partnership, 2002*). Develop a model for restoring and sustaining degraded ecosystems in Northeast Mexico and South Texas. ■

**Texas A&M University-Corpus Christi/Lamar University/Instituto Tecnológico de Saltillo** (*TIES Institutional Partnership, 2002*). Provide research training and education programs that address water scarcity, dynamic growth, and inadequate water resource management. ✚

**Texas A&M University-Kingsville/Instituto Tecnológico y de Estudios Superiores de Monterrey** (*TIES Institutional Partnership, 2002*). Assist local farmers, ranchers and other stakeholders to improve irrigation and water use efficiency in northern Mexico. ✚

**Texas A&M University/Universidad Autónoma de Nuevo León/ Universidad Autónoma de Tamaulipas/Universidad Autónoma Agraria Antonio Narro** (*Institutional Partnership, 2003*). Enhance the capacity to teach, conduct research, and apply biotechnology research to food, agriculture, and environmental problems. ■

**Texas Christian University/Universidad de las Américas-Puebla** (*TIES Institutional Partnership, 2002*). Develop professionals through a dual master's degree program in international business and marketing, which addresses cross-cultural business issues in North America. ✚

**University of Arizona/Universidad Autónoma de Tamaulipas** (*TIES Institutional Partnership, 2004*). Provide new techniques to Mexican fish farmers so that they can improve products and expand output for both domestic and export sales. +

**University of Arizona/Centro de Investigación y de Estudios Avanzados** (*TIES Institutional Partnership, 2004*). Train Mexican health professionals to take the lead in resolving the environmental deterioration of the U.S.-Mexico border and adjacent regions. +

**University of Arizona/El Colegio de Sonora** (*TIES Institutional Partnership, 2004*). Strengthen the public-health infrastructure along the U.S.-Mexico border region of Arizona and Sonora by training Mexican public-health professionals. +

**University of Arizona/Universidad Autónoma de Chapingo** (*TIES Institutional Partnership, 2002*). Enhance university capacity to provide training in the use of reclaimed water for irrigation, biosystems engineering and agricultural machine design. +

**University of California-San Diego/Universidad Autónoma de Baja California** (*Institutional Partnership, 2001*). Increase the number of health care practitioners, community health workers and medical students trained in binational HIV/AIDS and tuberculosis issues.

**University of Chicago/Universidad Iberoamericana** (*TIES Institutional Partnership, 2004*). Create a new public policy training program in Mexico and train Mexican public policy professionals. +

**University of Connecticut/Universidad Autónoma de Baja California** (*TIES Institutional Partnership, 2002*). Improve education in marine sciences and coastal management at the post-secondary and K-12 levels through student and faculty training, exchanges, and joint research projects. +

**University of Georgia/Universidad Veracruzana** (*Institutional Partnership, 1998*). Increase the number of bilingual and culturally competent social workers, education professionals, and students in Veracruz and Georgia.

**University of Georgia/Universidad Veracruzana** (*TIES Institutional Partnership, 2004*). Strengthen the competitiveness of Mexico's trade-led rural economy through capacity development in rural education outreach, agricultural product diversification and niche marketing for both domestic and international markets. +

**University of Illinois, Urbana-Champaign/Universidad Autónoma de Querétaro** (*TIES Institutional Partnership, 2002*). Provide graduate training and develop joint research projects in agriculture, food quality, nutrition, and health. +

**University of New Mexico/Universidad de Quintana Roo** (*TIES Institutional Partnership, 2002*). Build Institutional capacity to provide academic and professional training in Natural Resources Planning and Management (NRPM), and develop a master's level NRPM program. +

**University of Notre Dame/Universidad de Guadalajara** (*TIES Institutional Partnership, 2004*). Develop both the agricultural and business skills of small rural farmers to improve their production and profitability. ✚

**University of Rhode Island/Universidad de Quintana Roo** (*Institutional Partnership, 2000*). Establish a regional center for Geographical Information System data and technical expertise to enhance environmental management on the Yucatán peninsula. ♦

**University of Scranton/Universidad Iberoamericana** (*TIES Institutional Partnership, 2002*). Develop a dual degree master's program in professional counseling and improve access to culturally sensitive, quality mental health services for Mexicans. ✚

**University of Texas at Austin/Benemérita Universidad Autónoma de Puebla** (*TIES Institutional Partnership, 2002*). Enhance civil societies in Mexico and the United States by building collaborative relationships between participating institutions and philanthropists in both countries. ✚

**University of Texas at Austin/Instituto Tecnológico y de Estudios Superiores de Monterrey** (*Institutional Partnership, 2001*). Provide judicial training and promote judicial professionalism at the state court level in Nuevo León, Coahuila and Tamaulipas. ♦

**University of Texas at San Antonio/Universidad Autónoma de Guadalajara** (*TIES Institutional Partnership, 2002*). Train entrepreneurial development extension service personnel and develop small business development centers based upon the successful U.S. model. ✚

**University of Wisconsin-Madison/Instituto Tecnológico y de Estudios Superiores de Monterrey-Querétaro** (*TIES Institutional Partnership, 2002*). Enhance the efficacy of the dairy sector as an engine for development by enhancing the skills of Mexican dairy professionals and strengthening dairy trade links between Mexico and the United States. ✚

**University of Wisconsin-Madison/Universidad de Guadalajara** (*TIES Institutional Partnership, 2004*). Strengthen the capacities of local municipal governments to preserve and, as needed, restore a significant watershed in the Mexican states of Jalisco and Colima. ✚

**University of Wisconsin-Madison/Universidad de Guadalajara** (*Institutional Partnership, 2001*). Develop a replicable model for community-based watershed management that is both ecologically sound and politically sustainable. ♦

**Western Illinois University/Universidad Autónoma de Querétaro** (*TIES Institutional Partnership, 2002*). Develop a trilateral Master of Business Administration program and establish a central resource for collaborative business education and training in Mexico, the United States and Canada. ✚

### NICARAGUA

**University of California-Davis/Universidad Nacional Agraria** (*Institutional Partnership, 1999*). Enhance institutional capacity in post-harvest programs.

**University of Florida/Ministerio Agropecuario y Forestal** (*Institutional Partnership, 1998*). Enhance sustainable agricultural practices for small farmers in Nicaragua and improve agricultural information networks. ♦

**University of Wisconsin-River Falls/Universidad Nacional Agraria** (*Institutional Partnership, 2003*). Enhance faculty development to improve human capital in the agricultural sector.

### PERU

**Iowa State University/Universidad Nacional Agraria-La Molina** (*Institutional Partnership, 2001*). Strengthen institutional capacity in sustainable agriculture by developing graduate programs and conducting faculty, student and farmer exchanges. ♦

**Johns Hopkins University School of Public Health/Universidad Peruana Cayetano Heredia** (*Institutional Partnership, 2001*). Increase Peruvian health professional capacity in HIV/AIDS prevention and control through training in new biostatistical and epidemiological methods.

**Organization for Tropical Studies/Universidad Nacional de la Amazonía Peruana/Amazon Center for Environmental Education and Research** (*Institutional Partnership, 1998*). Develop the Amazon region's scientific infrastructure to protect the region's endangered biodiversity and natural resources. ■

**Texas A&M University/Universidad Nacional Agraria La Molina** (*Institutional Partnership, 2002*). Develop a research and outreach model to improve the income of small farmers through the production, processing and marketing of Andean root and tuber crops.

**University of Delaware/Pontificia Universidad Católica del Perú** (*Institutional Partnership, 2002*). Enhance the teaching skills of science and math teachers in Peruvian public schools through problem-based learning.

**University of Wisconsin-Madison/Universidad Nacional del Altiplano** (*Institutional Partnership, 2001*). Create a high altitude-adapted hybrid milking cow to generate employment, alleviate malnutrition, and reduce infant mortality in the Peruvian Altiplano.

### REGIONAL LATIN AMERICA AND THE CARIBBEAN

**National Association of Schools of Public Affairs/numerous partners throughout Latin America** (*Institutional Partnership, 1999*). Create a self-sustaining network of colleges and universities in the United States and Latin America to strengthen regional public administration and management education. ■





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